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ABSTRACT

Realizing that most teachers are quite adequate in their own background of knowledge and skills, sensing the growing threat to students and teachers of the impersonalization and isolation in many crowded classrooms today, the In-Service Training Program Emphasizing the Affective Dimension was innovated at Wheeling High School, Illinois, during the 1967-68 school year. The main objectives were: (1) to expose teachers to situations which would result in their being willing to look at their own behavior and its effect on the atmosphere as well as the behavior of the group, (2) to develop in the teachers an increased desire to consider each student as an individual, and (3) to involve the teachers in assessing their own behavior in the classroom setting. Most of the sessions were video-taped. This gave the participants the opportunity to see first-hand the value of video-taping and analyzing their classroom activities. Monthly all-day seminar sessions were held involving three types of seminar groups: (1) for beginning teachers, (2) for second-year teachers who were members of a seminar group last year as beginning teachers, and (3) for "veteran" teachers. Membership of each group represented all disciplines and remained the same throughout the year in order to build a strong expansion of the program to involve five of the six high schools in District 214 is now in process. (Author)

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A

SUMMATIVE REPORT

OF

TEACHER IN-SERVICE TRAINING

EMPHASIZING THE AFFECTIVE DIMENSION

The Elk Grove Training and Development Center
E.S.E.A. TITLE III
1706 West Algonquin Rd., Arlington Heights, Ill. 60005

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EMPHASIZING THE AFFECTIVE DIMENSION

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"For at least two years each teacher new to a district should be a member of a seminar group conducted within the school system.....The whole emphasis of the seminars should be on the effectiveness of each member as a teacher....Discussion from such sessions will lead,not to absolute solutions, but to alternatives that can be applied to each.....according to his own personality. The groups should be led by a master teacher of the district.....The performance of the teachers in the seminar groups should not be part of their evaluation for tenure."

William Glasser, M.D.
Author of
Schools Without Failure
and
Reality Therapy

IN-SERVICE TRAINING PROGRAM

EMPHASIZING THE AFFECTIVE DIMENSION

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OVERVIEW OF THE PROGRAM

TEACHER IN-SERVICE TRAINING EMPHASIZING THE AFFECTIVE DIMENSION

Components or Activities

The major thrust of the program centered around seminar groups. These seminar groups were composed of between seven and ten teachers. Every attempt was made to have all the academic disciplines represented in each group. These seminar groups became the focal point of all the training sessions or seminar days. They will be referred to throughout the remainder of this report as S-Groups.

The membership in the seminar groups or S-Groups remained constand throughout the year. This resulted in a high degree of trust, sharing, leveling,etc. developing in each S-Group during the year. The S-Group became a type of "peer group" supervisory body of self-imposed, non-threatening heart searching, concerned observers of the classroom situations of its members.

There were scheduled monthly all day sessions for each S-Group. The activities vary considerably and were not set up more than one month in advance. The content of the day's activities was built on the expressed needs or concerns shown in the previous month's session. The sessions involved a variety of "lab transfer" or simulation exercises. Examples of such exercises are given beginning in appendix B.

Most of the S-Group sessions were video-taped and some time was spent in members being observers of their own behavior. This video-taping of the sessions also prepared the members for the video-taping of their classes shared with the group at a future time.

Released Time Utilization

Substitute teachers were hired to cover the classes for the participants on the monthly seminar days. This was a very crucial aspect to the success of the program. One of the main reasons for the lack of support on the part of faculty members for an in-service training program is that it is added to the already busy day for the teacher-particularly this is true of the beginning teacher.

In addition to the monthly seminar days some released time was available to the members of the S-Groups to visit other teachers-masters of the Affective Dimension - in the building, district, or in the area. Members of the S-Groups gave some of their own time to be involved in the program, several of their conference periods to certain activities between the monthly sessions.

Since the S-Groups became very "closed groups" visitors were seldom brought into the sessions. However, video tape "extracts" had been prepared so that those interested in visiting the program could see it "demonstrated" on the video. Video tapes were usually not shared among the different S-Groups. The video tapes became "Personal group possessions."

Program Procedures

The program was developed by the coordinator Mel Johnson under the direction of the principal of Wheeling High School, Mr. Thomas Shirley, and the principal of Hersey High School, Mr. Rollie Goins. The Secretary for the program was Mrs. Gloria Marcotte.

There were three distinctly different types of S-Groups. One of these types was the S-Group for beginning teachers. Those teachers new to the profession or new to the high school level of teaching were together rather than being mixed with the experienced teachers. A second type of S-Group was the group

made of teachers that participated in the program last year and thus were going through a second year of S-Group sessions. The third type was the S-Group that was composed of teachers with more than one year of experience and will be referred to throughout this paper as the "Veteran" teachers. The objectives were the same for all three types of S-Groups but the activities and sequences varied considerably.

Location

During the first year (the basic developmental year) the program was restricted to Wheeling High School. Wheeling was then one of five high schools in District 214. The sixth high school, John Hersey, was under construction and opened to students in the fall of 1968. Each of the six schools in District 214 is built to accomodate 2,500 students. Wheeling High School carried the burden of student overload during the year 1967-1968 with an enrollment of 3,200. This was an increase of enrollment of more than 700 over the year before. This necessitated a sizeable increase in faculty which along with the usual teacher replacement resulted in 42 faculty members new to the building in the school year 1967-1968. The three S-Groups of the first year of the program were for beginning teachers. This year with the opening of the John Hersey School the program expanded to include it as well.

Background

THE THREAT OF GREATER IMPERSONALITY

Like the advancing sea, wave after wave of students have surged through our classrooms. And, like the sea, they were seen only as a large body. An earnest attempt is made to offer an education to each child commensurate with his abilities. In this attempt, ability grouping, specialized programs, and extensive counseling have been employed as means of equating expectation of curriculum with student ability and achievement level. Such efforts have served the aims of education fairly well as they concern academic achievement. Innovations such as these have resulted in more youngsters developing reasonable proficiency in basic skills than possible in a traditionally oriented school curriculum. The emphasis of such programs have, however, been centered around educational learning blocks identifiable with skill deficiencies. An attempt is made through such curriculum innovations to repair the deficiency. In all too many cases, the "medicine" is continued, but the "cause" is not given diagnostic and understanding consideration. Across a gulf of impersonality as teachers we transmitted to them our knowledge and our skills - but seldom our affections.

Today, education seems bound toward greater impersonality. Crowded classrooms and the growing dependence on teaching devices -TV, tape recorders, movie and slide projectors - are steadily reducing teacher-pupil interactions. In a big impersonal world, a world full of pressures and crises, this can be a major threat to the mental health and emotional stability of pupils who need the security of a warm and reassuring human relationship.

"The problem of learning, modern psychologists tell us, always involved two aspects. One is the provision of new information or experience; the other has to do with the individual's personal discovery of the meaning of information for him. The provision of information can be controlled by an outsider with or without the cooperation of the learner. It can even be done, when necessary, by mechanical means which do not require a person at all. The discovery of meaning, however, is a quite different matter. This only takes place in people and cannot occur without the involvement of persons in the process. This is the human side of learning."

"Now, education has done very well with the first of these dimensions. In fact, we are almost exclusively preoccupied with it. Whenever we think about what to do about teaching and learning, we usually conclude that what is needed is more information. So we go on forever adding things; more subjects, more homework, more teaching machines, more audio-visual equipment, more, more, always more. The list is practically endless. Yet, the dropout with whom we are all concerned is not the product of a system which failed to provide him information. The dropout was told. The trouble is, he never discovered what it all meant. Our failures are almost never failures of information. Rather, they are human problems-breakdowns of personal meaning."[1]

Then to do the total job of teaching, this second dimension is necessary - that of understanding and relating to the child. Through such understanding, a student can be influenced or persuaded to become a part of the learning process. Most teachers are exposed to the theory of child development, child behavior, and learning theory along with a host of other such courses in their preparational training. Such experiences provide a teacher with a base for further development of this dimension, but the only real way to nurture and develop this end is on the firing line in the classroom in actual situations

involving interaction. In all too many instances, teachers become safe and secure in their skill dimension with little growth taking place in the affective dimension. An imbalance soon results and the art of teaching becomes less personalized. In an impersonalized teaching atmosphere, the many personal aspects and attributes of a child are neither appealed to, nor included in the teaching-learning process.

Surrounded by a complex educational system and large school staff, the beginning teacher feels the need for support against impersonality and the threat of isolation. Some veteran teachers, unfortunately, solve this problem by rutting themselves into a secure, but often stale, teaching formula - a formula which allows little, if any, human response to human needs.

Administratively, overtures are made in the direction of assisting teachers to transmit theory into practice in the area of interactional understanding, but fall far short of accomplishing the desired goals. Such efforts as institutes, workshops, visitations, and counseling are all examples of an attempt to humanize the teaching process. To say the least, the impressions created through such exposure are short lived and are usually not carried back to the classroom for implementation. The consequences are that students and teachers remain poles apart in student motivation through understanding and teacher expectation. Due to this stress on the learning situation, students often react in over negative behavioral ways. The process of learning is interrupted. Eventually, the student suffers to the point that lack of understanding causes him to withdraw more and more until he finally withdraws from school or becomes a psychological dropout. Symbolically, the progression is; lack of "affection"→ Behavioral problems → Academic difficulties → Withdrawal. Basic to the differential that exists between teacher need and teacher ability to comprehend the total child is the mental health aspects

of both student and teacher. There is a relationship, which exists, between the well developed affective dimension of teaching and a well balanced program of mental health in the over-all school program.

"Many of our current problems of alienation and depersonalization arise directly from our terrible absorption in the information half of the learning equation. We have turned our productive genius loose to devise a thousand new gadgets to gather and transmit information more effectively and efficiently than ever before. But we haven't learned to use them yet. Even worse, the net effect of our preoccupation with these lovely new machines is often to dehumanize and depersonalize us more. The storage and retrieval of data is the special genius of the computers. There are some people who have voiced the fear that we may be overcome by these lovely new gadgets. We surely will if we enter into combat with them on their own grounds. It is stupid of us to compete with computers in the storage and retrieval of information. It is a tragic waste of human potential to make computers out of people."[2]

The need, the challenge, is for a new educational dimension-one which includes the total personality development of each child-one which views each youngster as an autonomous individual whose affective growth is genuinely worth cultivating.

It is felt, therefore, that the affective dimension of professional growth must be given more emphasis. Teaching must be personalized through a greater degree of teacher ability to understand the child. The supporting thesis is that education serves the cause of intellectualism best, when it treats learners holistically. Shoben states this concept more clearly in his "Reassessment of Curriculum"

> "Thus, the school is charged with the responsibility of attending not only to the "whole child" in a "child-centered situation," but to the

creation in each child of a "health personality" comprising moral ideals, clear and realistic vocational goals, the necessary knowledges and skills for his social functioning, and the foundations of an emotional maturity that will protect him against the development of clinical symptoms."

SUPPORTING DOCUMENTATION

Dr. Joseph Dionne proposes that there are five states of growth for the teacher. These five stages of growth or levels of competancy constitute a continuum along which teachers may progress. Here are very brief descriptions of these five levels of growth:

Managerial

This teacher is inadequately coping with problems of classroom routine. The teacher is unable to contend with tangential responses by the students. The classroom setting tends to be teacher dominated.

The teacher at this level of competence is trying to develop speech, personal habits and appearances that enhance his relationship with students. Techniques of discipline are crude and he is struggling with the appropriate allocation of time to the various activities of the day.

Material-Centered

The material-centered teacher has established classroom routines which enable the class to function with a minimum of time spent in structuring the activity. The teacher is able to control disturbances as they arise. The material-centered teacher is one who is able to implement whatever materials are provided for instruction. At this point in a

teacher's development both the ends and means of instruction are determined by the material, principally the textbook. Techniques of management have been accomplished and the teacher seeks to impart knowledge of which he has an adequate grasp. The teacher's evaluation tends to stress recall and recognition.

Innovative

The teacher in the innovative stance is one who generally subscribes to the ends of instruction spelled out in curriculum guides or the materials themselves. This teacher, however, is concerned with creating a variety of means for accomplishing the ends. He may allow the students to assume some of the responsibility for instruction.

Analytical

In this class room the individual is the focus of attention. This teacher is in command of the skills of a subject area and is capable of abstracting basic concepts and showing how subsidiary data relate to them. In his testing this teacher tends to stress the application of a generalization or concept in a new problem setting. All activities are tested in detail and analyzed.

Creative

This teacher seeks to be responsive to the needs of the individual. The classroom is noted for an environment which provides for freedom of exploration. Students are exposed to frontier areas of man's developing knowledge. In the secondary school, the child may be asked to wrestle with abstractions through which man is attempting to bring order to his universe. This is accomplished by example by the teacher.

Teachers in the management level need frequent attention. Usually this is given by the administration in the school both during the school day and periodically after school. Those teachers at the material-centered level get what help is available from the division or department meetings. The innovative ideas for the most part are offered in district wide division meetings after the busy school day. The few teachers that reach the analytical level on occasions get together to share. What is done for the most important level, that level to which so few teachers progress?

The general basic objective then of this program is to create and project a perspective of education which will include the total personality development of each child through a more committed desire to view each youngster as an authentic individual. On an educational continuum, secondary schools show more reluctance to developing the affective dimension than do elementary and junior high schools. According to Inlow, in his newly published book "The Emergent in Curriculum"; certain reasons exist which produce this reluctance:

1. A conception by university scholars that the cognitive is monistic followed by their influential indoctrination of secondary school teacher trainees in that view point. (skills over-affective)
2. De-emphasis of adolescent growth and development instruction for secondary teachers as opposed to a fairly large measure of study required of elementary teachers.
3. An unacceptable assumption that affective development is a natural by-product of intellectual growth.

4. The departmental organization of high schools which, by skill segmentation makes affective outcomes difficult to achievement.

Recognizing these characteristics of secondary school teacher preparation and secondary school organization, an in-service training program which would provide teachers an opportunity to further develop the affective dimension of their teachings was essential.

In the field of education emotions are like the weather-everybody talks about them but nobody does anything about them. Not many years ago the prevalent attitude and it still has influence, was that the emotions are part of animal nature and must be overcome if one is to be civilized. Education was seen as the process by which the intelligence could be developed and thereby "control" the emotions. Now those segments of psychology concerned with mental health and therapy have abandoned such notions and have come to embrace the belief that emotional development including the appropriate expression of emotions is the key to effective human functioning. Research over the past 50 years has clearly established the role that emotions play both in the blocking and in the facilitating of learning and in mentally healthy living.

> "It seems reasonable, at the very least, that every teacher should understand some of the basic facts about emotions, and that each has developed some skills at helping students express and understand their feelings. A future more fullblown step must be the development of an emotional curriculum to be integrated with our current intellectual curriculum."[3]

PURPOSE

PURPOSE OF THE MODEL PROGRAM

The program was designed to bridge the "reality gap" for the beginning teachers, the "communication gap" for experienced and inexperienced teachers, and the "feeling gap" that exists for many teachers. It was anticipated that such a program would aid the beginning teacher as he finds his way through the "classroom teaching wilderness" after leaving the protected, controled, secure, environment of student teaching and venturing out on his own-the reality gap. Both experienced and inexperienced teachers in our increasingly complex society are faced with additional frustrations due to the inadequacy of the lines of communication in the large school system - the communication gap. Much of the usual division meetings etc. center around the cognitive domain of the learning process - hence the feeling gap.

The purpose of the In-Service Program is based on the assumptions that:

(1) most teachers are exposed to the theory of child development, child behavior, and learning theory during their training.

(2) such experiences provide a base for the teacher but they are far removed (timewise) from the "firing line" of classroom activity.

(3) most teachers are adequate in their ability to transmit knowledge and or skills to their students.

(4) secondary schools show more reluctance to develop the affective dimension than do elementary or junior high schools.

(5) there is a wide spread unacceptable assumption that the affective development is a natural by-product of intellectual growth.

(6) the large "all school" In-Service meetings on the institute days, half-day workshops, divisions meetings etc. do serve in the important dissemination of administrative details but do not offer satisfactory opportunities to meet the objectives of this program.

(7) there is a growing threat of impersonality and isolation in many crowded classrooms today which necessitates a need for teachers to strive more to individualize instruction by first understanding the individual.

(8) dependency on the TV screen, language tapes, movie and slide projectors, in themselves greatly reduce teacher-pupil interactions which becomes a major threat to the mental health of pupils who need the security of a warm and reassuring human relationship in a big impersonal world.

(9) beginning teachers are in need of support in an environment that presents the same threats of impersonality and isolation in a large school staff that the student senses in the crowded classroom.

(10) Many teachers become "rutted" easily and quickly and keep repeating a years experience because of the security which is found in the known aspects of a person's work.

(11) Teachers working with school administrators must maintain their "image" and are not really free to express and expose themselves honestly to those who will be responsible for tenure and evaluation at a later time.

(12) for a teacher to gain understanding and acceptance of self it is important that he have many experiences in being rated as a wanted, accepted and knowing person.

(13) the teacher's acceptance and understanding of himself is an important requirement in any effort he makes to help students.

The objectives of the program as originally proposed were:

1. Through on-the-job training, acquaint teachers with the need for understanding the total child.
2. Expose the faculty members to "humanizing experiences" which would permit them to perceive the task of teaching as being more than just skill transmission.
3. Develop an ability to assess and understand the contributing factors to academic and behavioral problems.
4. Emphasize the value of individual instruction through understanding of the individual.

During the course of the two years the real significant change in the objectives was a transfer or an in-between step added to incorporate more looking at and understanding of self in order to help understand the students as individual. This has resulted in the following objectives:

1. To expose teachers to "humanizing experiences" which would result in their being more willing to look at their own behavior and its effect on the atmosphere as well as the behavior of the group.
2. To develop in the teachers more interest in individualizing instruction thru better understanding of the individual and his needs.
3. To interest, encourage, and involve teachers in assessing their own behavior in their classroom settings in light of a better understanding of their own behavioral objectives for the class.

One of the most difficult problems faced in education is the castle classroom phenomena. As a result of this "strange" series of events teachers develop a "domain possession" regarding their classroom and do little sharing of themselves, the class, the activities etc. with other teachers. As years go by they enjoy the security of their "castle" and routine without question on their part or on the part of anyone else.

With the development of a strong group feeling within the S-Groups members were more comfortable in looking at their own behavior and its effect in the group. When this activity was no longer a threat or feared but instead a challenge and relavent the individual turned to the expansion of his concern regarding his behavior and that encompassed his classroom.

The result of such concern was a breakdown of the castle wall or a bridge over the moat and through the video tape the classroom situation was shared with other members of the S-Group for their evaluation. Student opinion was sought by the teacher and real communication was established.

Such behavior on the part of the teacher would prevent many of the situations which give rise to the progression mentioned previously:

Lack of "affection"→ behavioral problems→ academic problems→ withdrawal.

Basic to the differential that often exists between teacher need and teacher ability to comprehend the total child is the mental health aspect of both the student and the teacher. This is actually a relationship between the well developed affective dimension of teaching and a well balanced program of mental health in the overall school program.

ACTIVITIES

Program Development

The proposal for the In-Service Training program which was approved by the advisory board of the Elk Grove Training and Development Center in February 1967 was at that point only an idea. The proposal contained the rational, philosophy, and objectives. There were no known programs of this type after which it could be patterned. As a result the development of this problem was quite different from the development of most of the other programs maintained by the Training and Development Center. During the first year of its existence on many occasions the In-Service program was not accepted as being in a truly developmental stage, but instead was being compared with other programs which possessed a relative degree of development prior to their being approved by the Training and Development Center for complete development within the consortium. This was referred to by the outside evaluation team:

> "The premature efforts of the Training and Development staff to superimpose a framework of evaluation strategies which are not appropriate to the program has created considerable stress. There are procedures of evaluation that can be used and these will be cited in the recommendations, however, the more pressing need is for design assistance which will clarify the major postulates which are guiding the program. For the strength of innovativeness of this program lies in the ability to refine a model of in-service training of new teachers

> which can be replicated in other situations. To accomplish the formulation of the model is a problem of design and not of evaluation. Much of the present stress between the Training and Development evaluator and coordinator probably resides in this misunderstanding."

With objectives in mind but no particular avenues extablished by which they would be reached. One of the significant experiences that set the course for future development came when the program coordinator was given the responsibility of a half day program for the first institute day in November 1967. At the suggestion of the faculty In-Service committee the coordinator was to arrange ten or fifteen minute video tapes of two or three teachers in each division areas. During part of the institute day teachers would meet by divisions to view and discuss the two or three tapes in their subject area. The primary objective of this activity was to open the classroom door for teachers within the division to share and communicate with each other the activities of their own classroom. A great deal of time was spent in selecting the "good" "effective" "experienced" "dynamic" teachers that would be examples for others within the division.

Such an approach came on too strong and too threatening. Over and over again the coordinator felt like an unseccessful door to door salesmen as he contacted these "good" "experienced" teachers, most of whom were completely resistant and unwilling to share their classroom and themselves with anyone else via the video tape. The end

result was video taping for the most part of young "less experienced teachers" as they saw the idea as a learning situation. This experience directed the coordinators' attention to working with the beginning teachers during this developmental year. During the remaining months of the first year as the twenty two beginning teachers met for their monthly seminar days the enthusiasm and involvement on the part of the participants resulted in "seasoned" "experienced" teachers indicating and requesting an opportunity for involvement in seminar groups.

The exercises used in the various seminar groups (see appendix B) were all of a lab transfer type. This meant involvement on the part of everyone in the group at the time of the activity and left each participant with the responsibility of transferring the ideas back to his own "classroom lab." The video camera captured important parts of every seminar day activities, this fulfilled three objectives: (1), to give participants exposure to themselves on video tape, (2), to give participants a chance to view their own behavior within a group, and (3), the video tapes would serve as a demonstration and dissemination tool for the future.

Dissemination and Demonstration

There were no activities in the area of dissemination and demonstration until February 1968. Prior to that time people interested in the program had the opportunity of discussing it with the coordinator or delaying their visit until February. The S-groups very seldom were opened directly to visitors as part of the dissemination and demonstration activities. A compilation was made from the video

tapes of various seminar activities. This was used to show or demonstrate to visitors the In-Service training program in the Affective Dimension. Visitors were given the opportunity to talk to participants if they so desired. Bringing visitors into an actual S-group session was a hindrance to the successful completion of such activities. The video tape gave the "see" aspect to the visitors without the "sacrifice" of the activity on the part of the participants.

No brochure was mailed during the first year of the program. During the summer of 1968 a brochure was prepared and mailed in October 1968 to 1,500 educators, in and out of the consortium. The mailing of the brochure resulted in many responses - some requested copies of the "curriculum" used in the program, others responded with visits, some requested workshops in the area, while several colleges expressed interest in the program as extensions of their pre-service training. Probably one of the most extensive dissemination activities in terms of miles covered was the opportunity to present the program in one of the assemblies at the National Convention of The Association for Supervision and Curriculum Development which held the sessions in Chicago on March 17, 1969.

Training and Consulting

During the 1968-69 school year the dissemination activities included involvement on the part of the coordinator in "single" and "series" institute days and workshops in the Chicagoland Areas. On numerous

occasions the coordinator had training sessions with a select number of teachers in schools where workshops were to be held. The purpose of these training sessions was to prepare the participants to function as leaders, process observers, etc., in the small group sessions of the actual workshops.

Techniques to Accomplish Specific Objectives

Each of the activities listed in appendix B focused on one or more of the three program objectives. For example the NASA Moon Landing exercise was used in such a way as to emphasis to participants of the S-group the importance of seeking resources available within the group, and listening to what others within the group have to say regarding their feelings and thinking. In viewing the video tape of their behavior in the Moon Landing exercise comments from the participants included

"I was amazed how often I interrupted others"

"Disgusting the way people repeat themselves"

"I wasn't much of a listener"

"I'm perturbed that I was influenced into thinking that volume represented intelligence"

"As a group we sure got hung up on petty things"

"I didn't like the way I looked on T.V."

Such response on the part of the participants indicates a degree of success in meeting the first stated objective which as previously indicated in the purpose section was:

1. To expose teachers to "humanizing experiences" which would result in their being more willing to look at

their own behavior and its effect on the atmosphere as well as the behavior of the group.

There were several exercises included in the seminar days to meet the second objective which was:

2. To develop in the teachers more interest in individualizing instruction thru better understanding of the individual and his needs.

The activities for this objective included the Beth Lawrence Case, the Frank Kucera Case, the John Barber Case, George's Temper Tantrum Case, The Prisoner's Dilemma, and the Fred Little Case.

The Beth Lawrence Case was opened by asking each participant to write a paragraph or two describing the type of student that is most frustrating to have in class. These were turned in with no identification. There have always been those who have prescribed such a student as a non-participating student, one who doesn't get homework done, and who appears to day dream in class. The description was read to the group without revealing who described this student as such. Permanent folders were handed out which gave "typical" information on the student, Beth Lawrence. After five or ten minutes for each participant to become familiar with the background of Beth Lawrence, each participant received a letter from the housekeeper in the Lawrence home. The letter revealed a great deal of background information and shed a tremendous amount of light as to why Beth was the type of student she was - that non-participating student, one who fails to get homework done and who appears to "day dream" in class. Each participant then wrote out the answers to six or eight questions regarding the best solutions of the Beth Lawrence case.

The responses to the questions had been written out by each participant,then these responses were shared within the group. As the discussions evolve each participant shared their written responses. Often times in the course of a discussion a participant would change his mind regarding the manner of handling the situation. In the classroom - on the firing line - many decisions have to be made without time for discussing it with fellow teachers. Then as a teacher one has to pay the consequence for poor choices.

Group discussions that follow as a member shared his decisions usually included possible consequences in cases of poor decisions. Role playing was usually done by participants playing such roles as Beth, Beth's father, the housekeeper, the teacher, the counseler, the principal. The objective of this activity-to better understand the individual and its needs.

The third objective:

3. To interest, encourage, and involve teachers in assessing their own behavior in their classroom settings in light of a better understanding of their own behavior objectives for the class.

This was the goal of activities such as: depth unfolding experience, cooperation exercise, the various "face to face" activities, motivation and demotivation, (Tinker Toys), the sharing of video tapes of their own classroom situations. For the most part these appear self explanatory as to the manner in which they meet our objective.

The sequence of events follow a parallel with the sequence of the objective of the program. In many situations there is a type of duplication in the exercises to give added reinforcement to the accomplishment of our goals. More complete assessment of the individual exercises of the S-group sessions will be given in the evaluative aspects of this report.

EVALUATION

Formative Evaluation

This program was unique in that it was not a "packaged program" to be instituted in a particular school or district. To accomplish the formulation of the model was a problem of design rather than evaluation. During the two years of the program the emphasis of the evaluation has been on the development of the design for the program so that it could be replicated in other situations in the future.

With such an emphasis the primary use of the feedback system was to seek to determine the relevance of each seminar day for the participants. This was accomplished through the analysis of simple feedback sheets immediately after each session as well as by personal observations on the part of the coordinator. To list changes in details of the seminar days is almost impossible because changes were made from day to day. The development of the design for the program has been characterized by a tremendous amount of fumbling, finding, adding, dropping, groping, grasping, building. With the degree of development that has taken place now it will be possible to show future changes and restructuring as it takes place.

Operations

During the second year while continuing to gather seminar feedback data two other significant specific instruments of evaluation were used. The Student-Opinion Questionnaire conducted by Western Michigan University was given in at least one class of each participant. This was given early in the year. The results which were mailed only to the teacher, compare the teacher with others all over the country who teach similar

classes and who have the same amount of experience. Within their own seminar groups the teachers shared their particular results of the student opinion survey. After discussion each teacher set goals as to how they were going to work on their particular concerns. A second Student Opinion Questionnaire was conducted at the end of the year. This was given to the same class with the plan to compare the results after six or seven months of special effort on the part of the teacher working on a specific area of concern. This gives the teacher some "hard" data to evaluate the success of his efforts. Time did not permit the teachers to report within their seminar groups the results of the second questionnaire findings.

It was hoped that Western Michigan University would share the compilation of how the teachers that were involved in the program compared with other teachers out of the district.

At the time of the writing of this report such information requested from the University has not been made available - it is still in the data pool. A copy of the Student-Opinion Questionnaire can be found in Appendix C.

The second instrument used in the program this year was the Minnesota Teacher Attitude Inventory. This would constitute the only accumulation of "hard" data gathered during the program. This inventory was selected because of its availability and "administerability" also the M.T.A.I. is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships,

and indirectly how well satisfied he will be with teaching as a vocation.

It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act, and speak one's mind with mutual respect for the feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving humor, justice and honesty is essential. Group solidarity resulting from common goals, common understanding, common efforts, common difficulties, and common achievements should characterize the class.

At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention , lack of respect,

and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do. The tabled norms for the M.T.A.I. indicate that teachers score lower with each year of experience indicating a withdrawal from the humanistic ideals. Therefore, as part of the In-Service Program evaluation, the inventory was given as a pre-test at the first seminar day while the post-test was given following the final seminar day in May. The results indicate that the mean of the post-test was slightly higher, although not statistically significant, than the pre-test mean. Since the mean score did not drop this in itself was some indication of success on the part of the In-Service Program relating to upholding humanistic ideals. The statistical treatment of the data was a correlated -t test.[5] The paired pre- and post-test scores for the M.T.A.I. were statistically treated. The results for the attitude means are presented in Tables I, II, and III.

TABLE I

Scores on Minnesota Teacher Attitude Inventory

Teacher	Pre-test Score -X_1	Post-test Score -X_2	Difference D (X_1-X_2)	D^2 $(X_1- X_2)^2$
1	13	97	84	7056
2	22	77	55	3025
3	12	41	29	841
4	36	63	27	729
5	83	106	23	529
6	51	73	22	484
7	68	85	17	289
8	61	76	15	225
9	14	28	14	196
10	24	37	13	169
11	40	47	7	49
12	13	13	0	0
13	4	3	-1	1
14	1	-1	-2	4
15	16	14	-2	4
16	-21	-23	-2	4
17	34	37	-3	9
18	1	-4	-5	25
19	84	74	-10	100
20	23	7	-14	196
21	24	9	-15	225
22	53	38	-15	225
23	31	11	-20	400
24	64	39	-25	625
25	36	5	-31	961
26	37	6	-31	961
27	9	-26	-35	1225
28	44	-3	-47	2209
Total Σ 28	ΣX_1=877	ΣX_2=929	Σ D=+48	ΣD^2 = 20,766

X_1 = 31.32 X_2 = 33.18

TABLE II

Calculations of the correlated t statistic

A $\bar{X}_1 = \frac{877}{28} = 31.32$ $\bar{X}_2 = \frac{929}{28} = 33.18$

B $S_{\bar{D}}^2 = \frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)} = \frac{20,766 - \frac{(48)^2}{28}}{28(27)} = \frac{20,766 - \frac{2304}{28}}{756} = \frac{20,683.72}{756} = 27.35$

C $S_{\bar{D}} = \sqrt{27.359} = 5.23$

D $t = \frac{\bar{X}_1 - \bar{X}_2}{S_D} = \frac{31.32 - 33.18}{5.23} = \frac{1.86}{5.23} = .36$ (Non-Significant)

E P (t 2.06) = .05

The difference between the pre-and post-test score on the Minnesota Teacher Attitude Inventory was not statistically significant. The mean of the post test was higher than the mean of the pre-test.

TABLE III

Minnesota Teacher Attitude Inventory
Summary of Results

Pre-test Mean	Post-test Mean	Difference	Std. error	t	Degrees of Freedom
31.32	33.18	1.86	5.23	.36 (NS)	27

Every attempt possible was made to use all the feedback that was available. The significant changes made as a result of feedback were those made in response to the recommendations made by the Outside Evaluation Team in January, 1968. One recommendation made at that time was to expand the program and carry it for a second year for those teachers involved the first year of the program as inexperienced teachers. This was done by forming two S-Groups for the "second year" teachers - one group was at Wheeling and the other was at Hersey High School. Hersey is the new school in the district and when it opened in September of 1968 several of the beginning teachers at Wheeling for the first year were transferred to the new building so that a group could be maintained. A second proposal was to expand the program so that a group could be formed at a second school in the district. This was done with S-Groups at Hersey for the inexperienced teachers as well as the "second year" teachers. Part of the program at Hersey was financed by District 214 to supplement the funding from the Training and Development Center.

Visitors were given opportunities to evaluate the program. However, the real success of the program was not measured by the responses of the visitors, rather, the success of the program was dependent upon the responses of the participants and in turn the responses of the students taught by the participants. Since the main thrust of the program was in the area of feelings, to evaluate the results of the program in statistical hard data was considered unappropriate. While not being able to show the accumulation of valuable statistical information indicating the success of the program in report form using impressive charts, graphs, and tables, the program did convey the very

strong positive responses of the participants who acclaimed the success from the "gut" level of feeling. Data such as the names of all participants, names of all visitors, feedback sheets from all the seminar sessions, video tapes of some sessions, details, explanations regarding the use of each exercise are available upon request.

Federal funding of the In-Service Program will be terminated at the close of the 1968-1969 school year. Therefore, based on the continuous positive reinforcement of the success of the program from the participants, outside evaluation team, and administrators from buildings where the program was in progress, the coordinator submitted a proposal for the program to be expanded and supported in its entirety by District 214 for the 1969-1970 school year.

Summary of Findings

The final evaluation of a federally funded innovative program that counts most in the long run is-"What happens to the program at the close of the Elk Grove Training and Development Center and the funds from Title III.?"

While the results of a program of this type can not be readily shown in statistical findings the significant success of the In-Service Program is borne out in the fact that on May 12, 1969 the School Board of District 214 approved sufficient funds to not only institutionalize but also to expand the program from two schools to all six high schools in the district. Funds were made available to add a second coordinator, funds were also appropriated to pay for the required released time for all the non-tenured teachers in the district for the school year 1969-1970.

1. Combs, Arthur W., "Humanizing Education: The Person in the Process" Yearbook of Association for Supervision and Curriculum Development 1967, page 74

2. Ibid, page 75

3. Beatty, Walcott H., Professor of Psychology, San Francisco State College-San Francisco, California.

4. Eash, Maurice., "Outside Evaluation Team Report for Elk Grove Training and Development Center" January 1969 page X-12

5. Edwards, Allen L., Statistical Methods, Second Edition, 1967 Holt, Rinehart, Winston, New York, Section 10-11 Page 215

APPENDIX A

School year 1968 & 1969

Brochure designed and mailed in October 1968. The program was expanded to include Hersey High School, along with Wheeling High School.

District 214 assumed part of the financial responsibility for the released time expense for the participants.

Seminar groups for veteran teachers were started this year as was a second year program for those who had participated during the first year of the program.

Dissemination activities were greatly expanded. Visitors were accepted throughout the year. The coordinator was responsible for half and all day workshops and sequential workshops in a number of Chicago area districts.

May 12, 1969

School Board of District 214 approved funds to expand and support the programs in all six district schools for the year 1969-70.

APPENDIX A

Chronological Overview

October 1967

Original funding of the Elk Grove Training and Development Center by the Federal Government under Title III, ESEA.

February 1967

Proposal submitted by Tom Shirley, Principal of Wheeling High School for the development of the In-Service Training Program in the Affective Dimension is approved by the advisory board of the Training and Development Center.

April 17, 1967

A Coordinator is appointed by District 214 school board to develop the In Service Training Program--spending two fifths of his time the last 6 weeks of the school year formalizing plans for the program development at Wheeling High School.

School Year 1967 & 1968

This was the development year.
The emphasis of the year was directed toward the beginning-inexperienced-teacher in the Wheeling building.

No brochure was produced for mailing this year.
Dissemination was at a minimum this year.
Visitors were not accepted until February 1968.

APPENDIX B

Calendar for 1968-1969

September

No sessions during the first month

October 28, 29, 30

The first seminar day for each group was held away from the school in order to develop as quickly as possible a free atmosphere.

8:30 Depth Unfolding Experience

10:00 Discussion of the involvment in the program

11:00 NASA's Moon landing exercise

12:30 Review of the video tape of the Moon Landing

2:00 Goal establishment regarding working with individual students during the coming year.

November 6, 18, 19

Most of the remaining seminar groups were held at the school in the conference room

8:30 Face to Face

Communication with the principal

10:30 The Beth Lawrence Case

The importance of considering what the student brought with to class

1:00 Exercise in Listening

Communication with students-listening as they discuss good teachers.

APPENDIX B

December 3, 4, 5, 11, 12, & 16

8:30 Frank Kucera Case

A study in the problem of integrity

"It is not so much what a teacher does or says but how he does it and how he says it that caused problems"

1:00 Sharing, regarding the individual student reports and results of the Michigan Student Teacher Opinion Poll.

January 8, 9, 14, 16, 29, & 30

8:30 Co-operation exercise

"Frustration activity and how adults behave when frustrated."

1:00 Face to Face

Communication with parents - as they discuss what they are hoping for in the teachers of their children

February 3, 4, 6, 11, 13, 20, & 21

8:30 Results of an atmosphere of demotivation

(Tinker Toys)

10:30 Results of an atmosphere of motivation

(Tinker Toys)

1:00 Film-Teenage Masquerade

Discussion of the reasons for teachers wearing masks and what to do about it.

APPENDIX B

March 4, 5, 7, 11, 19, & 25

8:30 George's Temper Tantrum Case

An exercise in perception and group reinforcement

10:30 Fred Little Case

An additional exercise in perception

1:00 Video tapes of classroom situations shared with members of the S-Group.

April 1, 2, 16, 18, & 23

8:30 Hollow Square

Exercise in Co-operative planning, listening to and giving instructions, etc.

11:00 Prisoner's Dilemma

An exercise showing the results of continued failure or success.

1:00 Video tapes of classroom situations shared with members of the S-Group.

May 7, 8, 12, 14, 15, & 19

This last session was held away from the school as was the first

9:00 Tinker Toy Portraits

Group feedback on the personality and behavior of each member of the group. See yourself as others see you.

1:00 Values, Success analysis, School successes of the year, Role behavior in the group, "Hangups"

APPENDIX C

STUDENT-OPINION QUESTIONNAIRE

(Form A)

Please answer the following questions honestly and frankly. Do not give your name. To encourage you to be frank, your regular teacher should be absent from the classroom while these questions are being answered. Neither your teacher nor anyone else at your school will ever see your answers.

The person who is temporarily in charge of your class will, during this period, collect all reports and seal them in an envelope addressed to Western Michigan University. Your teacher will receive from the University a summary of the answers by the students in your class. The University will mail this summary to no one except your teacher unless requested to do so by your teacher.

After completing this report, sit quietly or study until all students have completed their reports. There should be no talking.

Underline your answers to questions 1-13. Write your answers to questions 14 and 15.

WHAT IS YOUR OPINION CONCERNING THIS TEACHER'S:

1. KNOWLEDGE OF SUBJECT: Does he have a thorough knowledge and understanding of his teaching field?
   Below Average Average Good Very Good The Very Best

2. CLARITY OF EXPLANATIONS: Are assignments and explanations clear?
   Below Average Average Good Very Good The Very Best

3. FAIRNESS: Is he fair and impartial in his treatment of all students?
   Below Average Average Good Very Good The Very Best

4. CONTROL: Does he keep enough order in the classroom? Do students behave well?
   Below Average Average Good Very Good The Very Best

5. ATTITUDE TOWARD STUDENTS: Is he patient, understanding, considerate, and courteous?
   Below Average Average Good Very Good The Very Best

6. ABILITY TO STIMULATE INTEREST: Is this class interesting and challenging?
   Below Average Average Good Very Good The Very Best

7. ATTITUDE TOWARD SUBJECT: Does he show interest in and enthusiasm for the subject? Does he appear to enjoy teaching this subject?
   Below Average Average Good Very Good The Very Best

8. ATTITUDE TOWARD STUDENT OPINIONS: Are the ideas and opinions of students treated with respect? Are differences of opinion welcomed even when a student disagrees with the teacher?
   Below Average Average Good Very Good The Very Best

9. VARIETY IN TEACHING PROCEDURES: Is much the same procedure used day after day and month after month, or are different and appropriate teaching methods used at different times (student reports, class discussions, small-group discussions, films and other audio-visual aids, demonstrations, debates, field trips, teacher lectures, guest lectures, etc.)?
   Below Average Average Good Very Good The Very Best

(over)

10. **ENCOURAGEMENT OF STUDENT PARTICIPATION: Do students feel free to raise questions and express opinions? Are students encouraged to take part?**

Below Average Average Good Very Good The Very Best

11. SENSE OF HUMOR: Does he see and share with students amusing happenings and experiences?

Below Average Average Good Very Good The Very Best

12. PLANNING AND PREPARATION: Are plans well made? Is class time well spent? Is little time wasted?

Below Average Average Good Very Good The Very Best

13. ASSIGNMENTS: Are assignments (out-of-class, required work) sufficiently challenging without being unreasonably long? Is the weight of assignments reasonable?

Much too light Too light Reasonable Too heavy Much too heavy

14. Please name two or more things that you especially like about this teacher or course.

15. Please give two or more suggestions for the improvement of this teacher or course.

Prepared by the Student Reaction Center, Western Michigan University, Kalamazoo, Michigan 49001.

RIDGEWOOD HIGH SCHOOL 7500 WEST MONTROSE AVE. • NORRIDGE, ILLINOIS 6063
COOK COUNTY SCHOOL DISTRICT 234 • NORRIDGE • HARWOOD HEIGHTS • 312 456-588
SCOTT G. RICHARDSO
SUPERINTENDENT

November 12, 1968

Mr. Mel Johnson
Elk Grove Training and Development Center
1706 W. Algonquin Road
Arlington Heights, Ill. 60005

Dear Mel:

I am finally getting to the evaluation I promised you. As you probably recall I asked the staff to drop me a note telling me how they felt about the institute day. You can well imagine the delay involved in such an open-ended request but I do feel that the sampling I now have is broad enough to sense the consensus. Here are some comments:

Teacher: "Just wanted to say that today's in-service program was the best I have ever attended. I would have gladly devoted a Saturday to have participated in it."

A Teaching Team of Two: "Mr. Mel Johnson reinforced our thoughts on humanizing education. Discussion of the two problems have given each of us the opportunity to hear views of the other teachers. We also had the opportunity to talk to faculty members we rarely see..."

A Counselor: "I felt the institute program to be very exciting, (a) topic wise, (b) because it caused people to share personal and professional 'feelings', (c) there was a nice camaraderie. I wonder to what extent this meeting might have affected behavior?"

Abstract of an Administrator's Comments: "The institute was one of the most meaningful I have seen or participated in at Ridgewood or for that matter in my career in education....I saw teachers actively involved and enjoying themselves and in my opinion they were gaining from their experiences. It would be my hope that we would have follow-up on this....."

Team of Two Teachers: "....and I enjoyed the institute very much. We hope that programs as creative as that can be continued."

A Counselor: "Although I missed the afternoon session, I thought the morning was very interesting and stimulating. This is my first institute where the teachers have become involved and even cut into their lunch hour to view their opinions further. Whether teachers will now deal with their students on the affective level is hard to judge. At least now they can understand a student's feelings when he has to function under several teachers.

It was beneficial to me as a counselor because I was able to see how some of our teachers would handle difficult situations. It is difficult to judge whether a counselee is perceiving the correct relationship between himself and his teacher."

The responses from the faculty in general were of the nature of those quoted above and if I were to encapsulate some of the feelings expressed, I think the following points would pretty well describe them:

(1) Your opening remarks pointed up the "reality" of some of the kinds of things that happen in school business just because of patterns of tradition that have been established.

(2) Your intense concern with the problems of the affective domain and the fact that many of our staff members have been concerned with this problem, generated a very dynamic atmosphere.

(3) The active involvement with problem situations was a fantastic experience for the staff members. There were strong feelings developed about the problem of personal relationships with students.

(4) The negative expressions received were from the same people that knock institute days in general and that would rather tour a mattress factory like they did four years ago.

I felt that the day was well spent because you were able to hit those kinds of things that I think are critical to the generation of an atmosphere that involves people, students, teachers, supervisors, administrators, etc., in an on-going learning situation.

I am enclosing a check for your expenses. Don't feel at all embarrassed, it is the very least we can do in appreciation for the boost that you've given our staff.

My sincere thanks and if there is some way I can help you some time, give me a call.

Sincerely,

Scott G. Richardson
Superintendent

APPENDIX C

THE PUBLIC SCHOOLS OF WHEATON

ADMINISTRATION & SCHOOL SERVICE CENTER
PHONE 653-0200
130 WEST PARK AVE., WHEATON, ILLINOIS 60187

WHEATON ELEMENTARY DISTRICT 36
COMMUNITY HIGH SCHOOL DISTRICT 95

June 4, 1969

Mr. Melvin Johnson
Model Program Coordinator
In-Service Training Program
Elk Grove Training and Development Center
Elk Grove, Illinois

Dear Mr. Johnson:

Again let me express my appreciation for your participation in the Seminar held at Wheaton North High School for the teachers in grades K-12.

I thought you might be interested in a few of the evaluative remarks on the seminar.

"The sessions with Mr. Johnson proved not only enlightening and useful, but have made me more concerned and considerate of all the children in my class."

"Mr. Johnson made us aware of ourselves and our emotions and reactions, creating a more understanding attitude toward the child's behavior and our reaction to him."

"Mr. Johnson's approach was different, which caused one to think and interact. I went home each evening with a real lesson and looking forward to the next session."

I might add that all of the teachers gained a better understanding of self and others with your help.

Thanks again.

Sincerely yours,

Agnes E. Sparks
Director of Guidance
Wheaton Public Schools

AES:mo